Psychology: Appointment, Promotion, and Tenure Documentation

The College at Brockport
DEPARTMENT OF PSYCHOLOGY
GUIDELINES FOR REAPPOINTMENT, TENURE, AND PROMOTION
[Effective for faculty hired for 2000-1 and later]

General Philosophy

Faculty are expected to be productive scholars, effective and conscientious teachers, and contributors to departmental and college service functions. These expectations apply throughout a faculty member's career and, therefore, apply to faculty on continuing appointment as well as to faculty seeking tenure. They are the basis of all personnel decisions.

It is recognized that at different points in a faculty member's career, different emphases across the three areas of scholarship, teaching, and service may appropriately characterize a faculty member's workload. It is also recognized that personnel recommendations represent both a judgment of past accomplishment and a prediction of future productivity. Accordingly, the expectations for specific personnel decisions may vary as a function of what segment of a faculty member's career they are meant to reflect.

The following guidelines are presented for minimal expectations in the three areas of scholarship, teaching, and service. They do not specify sufficient conditions for a positive recommendation. Determining whether or not an application is sufficient for a positive recommendation is a judgment based on an evaluation of all three areas collectively. However, a performance profile which meets only minimal expectations in all three areas of review will generally not be considered sufficient.

Consistent with the Faculty Roles & Reward Report, this Department regards Teaching, as demonstrated by objective measures of student learning, to be its primary mission. When considering faculty performance, teaching = 50%, > Scholarship, > Service is the relative weighting of these activities. Specific criteria for each of these required activities as described in the School of Letters and Sciences’ Required Documentation/Information Checklist and the College’s Guidelines for Promotion and Tenure are incorporated and are part of this document. These documents are attached.

Part I: Tenure (Continuing Appointment)

The criteria presented below are designed to be (a) valid measures of the Department's philosophical goals, (b) reasonable and achievable within the tenure time frame, and (c) predictive of appropriate productivity in the future (post-tenure). Moreover, the Department regards a recommendation of tenure as commensurate with a recommendation for promotion to Associate Professor. Therefore, these criteria are also criteria for promotion.
Teaching

Philosophy For Teaching. Teaching is the primary mission of the College and the Department. Faculty are expected to meet all responsibilities associated with their teaching function, to solicit and respond to student feedback, to remain current in the subject areas in which they teach, and to maintain proper rigor both in regard to course content and student evaluation. By the time of tenure review, faculty should be able to provide evidence that they have become effective teachers.

Expectations for Rank. Quality of Teaching will be evaluated based on experience and Rank. Assistant Professors should meet the minimal criteria for Teaching and exhibit COMPETENCE in each aspect evaluated. Associate Professors, in addition to demonstrating competence, are expected to develop new methods and new curricula. MASTERY of teaching methods and demonstrated effectiveness of student learning is expected. Professors in addition to demonstrating teaching mastery are expected to be models and mentors for less experienced departmental faculty, and to provide LEADERSHIP in such matters as changes in the major requirements, graduate program development, and the assessment of departmental curricula and student learning.

Criteria For Teaching. The following criteria provide guidelines of minimal expectations in the category of teaching. Faculty should be able to demonstrate the following in regard to meeting their teaching responsibilities (minimal performance in the area of teaching is a necessary condition for tenure; sufficiency, however, is a consideration based on performance across all three areas of review).

1. Adherence to their teaching schedule (no unexcused class cancellations or routine early dismissals)
2. Maintenance of office hours as posted
3. Meaningful course requirements and grading standards
4. Solicitation of student evaluations
5. Appropriate syllabi and texts or reading lists

Faculty should be able to demonstrate the following in regard to teaching effectiveness.

1. Student evaluation scores consistent with departmental norms.
2. Currency in teaching area (through workshops, reading of professional materials, research, etc.)
3. Responsiveness to student feedback
4. Student success (through performance on standardized tests, student affidavit, samples of student work, etc.)
5. Development of instructional materials (audio-visual materials, incorporation of technology into the classroom, demonstrations, etc.)

The review and evaluation of teaching is based on documentation, interviews with current and former students, and direct observation of classroom performance. The documentation should follow the guidelines from the School of Letters and Sciences’ Required Documentation/Information Checklist.
Scholarship

Philosophy Regarding Scholarship. Scholarship is an integral part of all aspects of academic life. For this reason, faculty in the Department of Psychology are expected to be competent and productive scholars, capable of creating knowledge (the scholarship of "discovery"), synthesizing knowledge (the scholarship of "integration") and applying knowledge (the scholarship of "application"). They should also be able to effectively communicate that knowledge to a professional audience.

As so defined, scholarship is multi-faceted, and many different kinds of activity may be considered as falling under the category of scholarship. While each type of scholarship is valued, evidence of success with the scholarship of discovery is considered essential. Accordingly, a candidate for tenure is expected to have provided - by the date of tenure review - unambiguous evidence of the ability to successfully carry out all aspects of psychological research (research design, data collection and analysis, interpretation, communication) at an appropriate level in regard to both quality and rate of productivity.

Criteria For Scholarship. It is recognized that many factors enter into an interpretation of "an appropriate level". These include the type of experimental subject (e.g., a readily available undergraduate subject pool vs. a special population), the sophistication of research design and methodology (e.g., survey results based on a single questionnaire distributed to Psych 101 students vs. a complex series of experiments and statistical analysis), the need to develop and employ complex equipment and apparatus, and the demands of the journals to which manuscripts are submitted.

With the above considerations in mind, the following criteria provide a guideline of minimal expectations in the category of scholarship (minimal performance in the area of scholarship is a necessary condition for tenure; sufficiency, however, is a consideration based on performance across all three areas of review).

1) Four scholarly products with the following restrictions:

a) Two must be completed since initial appointment at Brockport and be published in refereed journals. One of the two must unambiguously represent research that was conducted while at Brockport, and the candidate must be first author on at least one.

b) The other two products may include refereed journal articles, peer reviewed books or book chapters, and one of the two may be an externally funded grant proposal.

c) At least one of the four must represent the scholarship of discovery.

These criteria are intended to apply to tenure reviews based on the normal five year period following initial appointment at Brockport. When the time between initial appointment and tenure review is less than five years, the review will be based on appropriate progress toward satisfying the criteria during the time that is available.

Service

Philosophy For Service. Neither departments nor the College at large can function without the support of faculty. Participation in departmental and/or college governance is therefore expected (minimal performance in the Department of Psychology, p. # 3 Guidelines for Reappointment, Tenure, & Promotion Revised and Adopted by “Department of the Whole”; November, 2000)
area of service is a necessary condition for tenure; sufficiency, however, is a consideration based on performance across all three areas of review).

**Criteria For Service.** The following provide guidelines of minimal expectations in the category of service.

1. On an annual basis, faculty are expected to serve on at least one departmental committee, to attend departmental meetings, and to attend special departmental functions (such as Psi Chi initiation).

2. Participation in college-wide functions that are expected of the faculty-at-large (e.g., attendance at Commencement, Honor's Convocation).

3. By the time of tenure review, faculty should be able to demonstrate some additional service activity at the departmental or college level (participation on a college-wide committee, faculty senator, Saturday Information Sessions, etc.)

4. Academic advising is a crucial aspect of student success. It is normally expected that faculty will contribute toward academic advising at the Departmental or College level. Assessment of advising success will be based on documentation of student advising activities and, where appropriate, interviews with selected advisees. Documentation of advising activities may include items such as number of advisees, posted and maintained office hours, examples of informal advisement, and service during SOAR sessions or final registration.

The review and evaluation of faculty service will be based largely on the importance of the service work and the contribution of the individual faculty member.

**Part II: Renewal of Appointment Prior to the Tenure Decision**

Depending on the nature of a candidate’s initial appointment and whether or not credit was given for prior experience, an individual candidate may experience one or two reviews for renewal of appointment prior to the tenure review. In general, recommendations concerning renewal of appointment prior to the tenure decision will be based on evidence of appropriate progress toward meeting tenure expectations. The following guidelines are intended to provide some clarification of the concept of “appropriate progress” in the areas of teaching, scholarship, and service.

**Guidelines for reviews that occur more than four years before a candidate’s tenure date**

**Teaching:** Candidates should provide evidence of satisfying the five guidelines for minimal expectations in the category of teaching specified in the criteria for tenure. In addition, candidates should present:

1. a summary of student feedback and a proposed plan for responding to student feedback.
2. a proposal for development of new or improved instructional materials.

**Scholarship:** Candidates should have completed or have “in press” at least one of the four scholarly products specified in the criteria for tenure. (Note: This product may represent work that was completed prior to initial appointment at Brockport.) In addition, the candidate must provide evidence of establishing a research laboratory and beginning research activity at Brockport.

**Service:** Candidates are expected to have demonstrated regular service on at least one departmental committee per
year as well as regular participation in other departmental functions (such as department meetings, SOAR sessions, open houses, and academic advising).

Guidelines for reviews that occur within four years of a candidate’s tenure date

Teaching: Candidates should provide evidence of satisfying the five guidelines for minimal expectations in the category of teaching specified in the criteria for tenure. In addition, candidates should satisfy at least three of the five criteria listed as demonstrations of teaching effectiveness.

Scholarship: Candidates should have completed or have “in press” at least two of the four scholarly products specified in the criteria for tenure. In addition, the candidate must provide evidence of research conducted at Brockport in the form of data collected or a manuscript submitted.

Service: Candidates are expected to demonstrate regular service and participation at the departmental level and some additional service activity at the college level. Also, it is normally expected that a faculty member who is nearing the tenure date will demonstrate some degree of leadership in service, perhaps by chairing a committee or assuming prominent responsibility for an activity or function within the department or the college.

Part III: Promotion to Associate Professor

The Department regards a recommendation of tenure as commensurate with a recommendation for promotion to Associate Professor. Therefore, tenure criteria are also criteria for promotion.

Part IV: Promotion to Professor

Philosophy. The rank of professor is reserved for faculty who have demonstrated a continuous commitment to all three areas of review, and excellence in at least one of those areas.

Criteria. Professor will only be considered for faculty who have met the minimal performance standards for Associate Professor (tenure) for a period of at least five years beyond the date of appointment to Associate Professor. The faculty member must be able to demonstrate excellence in at least one of the three areas of review (scholarship, teaching, or service). Realistically, it is far more likely that excellence must be demonstrated in the area of scholarship than in either teaching or service.

I. In the area of scholarship, excellence may be demonstrated through the cumulative body of scholarly publications, editorial positions on academic publications, and/or by having made a significant impact on the field as evidenced by reputation, citation, invited addresses, etc.

II. In the area of teaching, excellence may be demonstrated by evidence of exceptional success and/or involvement with students, exceptional pedagogy, textbook publication, etc.

III. In the area of service, excellence may be demonstrated by outstanding participation on departmental and...
college-wide committees, leadership positions such as chairing the department or directing college programs, outstanding service to the profession such as holding an office in a national professional association, etc.

In each of these areas, excellence is established by peer review.

In Scholarship the Candidate suggests a list of recognized peers in other institutions who are willing to evaluate his or her Scholarly contributions.

In Teaching, other faculty in this department, this College, or other colleges, who are in a position to observe the candidate’s teaching will be asked for their recommendations.

In Service appropriate peers, such as fellow committee members will be asked for their observations and recommendations.

Part V: The Review Process

1. At the end of each academic year (normally in May) each faculty member will receive a copy of the Calendar of Personnel Processes for the next academic year. In addition, individual faculty who are scheduled or eligible for personnel actions during the next year will be notified by the department Chair.

2. Faculty who are scheduled or eligible for tenure, renewal, or promotion should submit their applications to the Department APT Committee on or before the date specified in the Calendar. The application consists of a short cover letter and a separate file of documentation. The cover letter prefaces the file for the evaluators and should highlight the most salient features of the file from the applicant’s perspective. The file should also include copies of previous Annual Reports: a complete set for those applying for renewal or tenure and a representative set, especially recent years, for those applying for promotion to the rank of professor. A comprehensive list of required and recommended documentation is included in the School of Letters and Sciences’ Required Documentation/Information Checklist which is available from the Department Chair.

3. A representative from the Department APT Committee will meet with the applicant to schedule a time for a Committee member to observe the applicant in class. Applicants for promotion to Professor will also be asked to help identify specific individuals who would be appropriate for peer review as specified in the Department Guidelines for Promotion.

4. The Department APT will review and discuss the documentation, the classroom observation, and, when applicable, the peer review. In addition, members of the Committee will interview individual students representing current and past classes taught by the applicant as well as student advisees of the applicant. After complete and thorough review of this information the Committee will notify the applicant of its decision and will prepare a written recommendation. It is the policy of the Committee to provide the applicant with a copy of the written recommendation before it is sent forward.

The application then goes in sequence to the Chair, the Dean, and the Vice President. At each stage the applicant is notified of the decision before the application and recommendation are sent forward. The schedule for each stage of the review process is outlined in the Calendar of Personnel Processes.

5. Additional information concerning the review process and the composition of the APT Committee is contained in the attached documents:

(1) Procedural Requirements for Academic Personnel Decisions
(2) Revisions/Clarifications to Academic Policy/Practice on Department APT Committees

Note: Attached document (1) provides a detailed description of the review process. Notable changes from past departmental practice include:

a. An opportunity for the Department to register agreement or disagreement with the APT Committee’s recommendation.

b. A requirement that the APT Committee solicit and obtain three external referees to review the applicant’s scholarship.

Note: Attached document (2) outlines College policy concerning the composition of the APT Committee.